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ABSTRACT

This document provides an annotated bibliography of 24 empirical studies of child abuse and a summary of the findings. Annotations are organized in three sections covering effects of child abuse on children's cognitive, emotional, and social development. A 5-page summary of research findings generally indicated that abused children possessed serious deficits in comparison to their nonabused peers. Deficits were related to cognitive, emotional, and social development. Abused children tended to be intellectually disadvantaged as measured by in- telligence tests, academic achievement, and readiness to learn. They were characterized by extremely low self-concepts, emotional maladjustment, and an inability to interact positively with their peers and teachers. Abused children also exhibited behavior problems, such as restlessness, hyperactivity, antisocial and delinquent behaviors. (Recommendations for child protective interventions by educators are listed.) (RH)

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THE EFFECTS OF CHILD ABUSE ON THE COGNITIVE, EMOTIONAL, AND SOCIAL DEVELOPMENT OF CHILDREN

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INTRODUCTION

In recent years, child abuse has attracted considerable public and professional attention. Despite the escalating concern about this persistent problem, reports of abuse cases have increased rather than abated. Although many significant aspects of the problem have been investigated, both practitioners and researchers have long neglected the victims of abuse, the children themselves (Kinard, 1980, "Emotional ...", 686). Only since the mid-1970s have empirical studies been done to provide data to substantiate or refute whether abuse has detrimental effects on the cognitive, emotional, and social development of abused children.

Studies of cognitive development in abused children have revealed deficits in intelligence and academic achievement (Hoffman-Plotkin and Twentyman, 796; Sandgrund, 328; Solomons, 103). Studies of emotional development in abused children have revealed substantial problems in the areas of aggression, self-concept, and emotional maladjustment (Kinard, 1982, "Child Abuse ...", 407; Straker and Jacobson, 764). Studies which investigated the effects of abuse on social development found that abused children exhibit greater numbers of behavior

problems in school and have fewer social competencies than their nonabused peers (Wolfe, 707).

STATEMENT OF THE PROBLEM

Child abuse has detrimental effects on the development of abused children's cognitive, emotional, and social competencies.

PURPOSE OF THE STUDY

The purpose of the study was to review the literature on child abuse research studies and to annotate the findings. This was done so that educators will become aware of how and to what extent child abuse affects children's cognitive, emotional, and social development. It is intended for the findings to be beneficial in helping educators to detect and understand the causes and reasons for the children's academic, emotional and/or social behaviors.

ORGANIZATION OF THE STUDY

The annotations of the research studies were organized into three sections. The first section dealt with the effects of child abuse on children's cognitive development. The effects of child abuse on children's

emotional development was the focus of the second section. The final section included studies about the effects of child abuse on children's social development.

Within each section, the annotations were arranged alphabetically by the researcher's last name.

LIMITATIONS OF THE STUDY

The articles which were reviewed for this study were limited to empirical studies only. Several limitations existed among the studies which were reviewed. These limitations included the following: the lack of a clear-cut definition of child abuse; the use of small sample groups; difficulty in obtaining matched control groups; the use of different assessment instruments, some of which were not standardized; and the selection of samples from specialized populations (such as hospitalized cases or participants in treatment programs) which reduced the extent to which samples were representative of abused children as a whole.

DEFINITION OF TERMS

abused child	(1) an infant or child on whom severe injury has been inflicted by a parent (Good, 94); (2) a child who has suffered either bone fractures, contusions, abrasions, cuts or burns inflicted by a parental caretaker on more than one occasion (Reidy, 1144)
academic achievement	knowledge attained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers, or both (Good, 7)
aggression	(1) a tendency toward forceful, outgoing action, characterized by taking the initiative, making vigorous defense, and losing few opportunities to exhibit the self; (2) hostile behavior directed toward hurting another individual (Good, 22)
aggressive behavior	behavior characterized by vigorous efforts toward self-assertion over others (Good, 58)
approach	(1) direct approach is made by moving directly forward toward a person, in his/her full vision and facing him/her; (2) indirect approach is made to a person's side or to his/her back or to the person's front by backstepping or scooting backwards so that one cannot see the person being approached (George and Main, 309)
approach-avoidance	a type of psychological conflict which may arise in an individual who entertains bipolar feelings toward the same person, object,

	or situation; ambivalence (Good, 128)
avoidance	looking away, turning the head away, and turning the upper body away from a person; walking away from a person (George and Main, 309)
behavior	the action or activities of an organism; that is, anything that an organism does, including overt, physical action, internal physiological and emotional processes . . . (Good, 58)
chameleon nature	learning to change and shift behavior in accordance to the nuances of the erratic and inconsistent interpersonal environment in which he lives (Martin and Rodeheffer, 14)
child neglect (neglected child)	(1) a child with regard to whom its parents or society fail in fulfilling their normal responsibilities for support, guidance, or discipline (Good, 96); (2) a child whose parents have failed to provide food, clothing, supervision, medical care, or sanitary living conditions, and for whom there is no evidence of physical abuse (Reidy, 1141)
cognitive ability	that mental functioning involved in perceiving, knowing, and understanding (Good, 310)
emotional behavior	that part of total behavior involving or caused by the individual's feelings . . . (Good, 210)

extrapunitive	(1) outward aggression (Kinard, 1982, 85); (2) reaction to frustration in which others are blamed for the difficulty (Good, 231)
hostility	(1) antagonism; animosity; an unfriendly attitude; a personality trait typically recognized in socially maladjusted children (Good, 287); (2) includes teasing and harassment (Jacobson and Straker, 326)
hypervigilance	a survival adaptation in which a child attempts to stay out of harm's way by becoming a "watcher"; an observer acutely sensitive to adults and to any sudden change in the environment that is inexplicable to him (Martin and Rodeheffer, 14)
impunitive	(1) aggression turned inward (Kinard, 1982, 85); (2) placing blame for frustration upon self (Good, 315)
physically abused child	a child who has suffered repeated physical injuries resulting in either bone fractures, contusions, abrasions, cuts, or burns inflicted by a parent or caregiver (Straker and Jacobson, 762)
psychoeducational	pertaining to the psychological aspects of the learning process in general or progress and adjustment in school (Good, 456)
psychopathology	the study of abnormalities of mind and personality (Good, 459)

self-concept	the individual's perception of himself as a person, which includes his abilities, appearance, performance in his job, and other phases of daily living (Good, 524)
self-esteem	the judgment and attitude an individual holds toward himself (Good, 525)
social behavior	the actions of an individual as a member of society (Good, 60)
social interaction	the mutual stimulation of one person by another and the responses that result (Good, 311)
social maladjustment	(1) inability, varying in degree, to accept and behave in accordance with the forms and values of the society in which one lives; (2) inability to satisfy a desire for the enjoyment of social experiences or to associate satisfactorily with groups engaging in social activities (Good, 348)

THE EFFECTS OF CHILD ABUSE ON COGNITIVE DEVELOPMENT

Friedrich, William N., Alison J. Einbender, and William J. Luecke. "Cognitive and Behavioral Characteristics of Physically Abused Children." Journal of Consulting and Clinical Psychology 51 (1983): 313-314.

This study compared 11 physically abused male preschoolers with ten nonabused male preschoolers matched by age, family income, and maternal age and education. The McCarthy Scales of Children's Abilities and the Wide Range Achievement Test (WRAT) were used to assess cognitive abilities and academic achievement. In addition, the children were videotaped while they engaged in a marble-sorting task designed to measure persistence. Significant differences were found between the two groups on the Verbal and Memory portions of the McCarthy as well as on the General Cognitive Index (an overall index of functioning) of the McCarthy. The abused children scored significantly lower on the McCarthy Scales. No differences were found on the WRAT scales of reading, spelling, and arithmetic. The authors noted that the reason for no WRAT differences may be due to the fact that there is an insufficient bottom to the WRAT for the preschool age level. Additional findings indicated that there were no significant differences on the persistence tasks.

Frisch, Lawrence E., and Frances A. Rhoads. "Child Abuse and Neglect in Children Referred for Learning Evaluation." Journal of Learning Disabilities 15 (1982): 583-586.

During the 1977-78 school year, a study to assess the relationship between child abuse and neglect and learning difficulties was conducted. Four hundred thirty children from the Island of Oahu, Hawaii, were assessed by the School Problem Clinic (SPC) of Kapiolani Children's Medical Center. The comprehensive evaluation included social, pediatric, speech and language, and psycho-educational assessments. Additional psychiatric and neurological evaluations were obtained as required. This study was approached differently than previous studies in that the population was comprised of children who were referred for learning evaluation and in whom there was otherwise no reason to suspect child abuse or neglect. Prior studies used an abused population and researched learning difficulties from that group. Frisch and Rhoads reported significant evidence for a link between learning difficulties and child maltreatment.

Hoffman-Plotkin, Debbie, and Craig T. Twentyman, "A Multimodal Assessment of Behavioral and Cognitive Deficits in Abused and Neglected Preschoolers." Child Development 55 (1984): 794-802.

Forty-two children with a history of physical abuse, serious neglect, or with no prior history of maltreatment participated in this study. This study was a multimodal assessment of cognitive learning and behavioral functioning. Cognitive assessment instruments included the Stanford-Binet Intelligence Scale, the Peabody Picture Vocabulary Test, and the Merrill-Palmer Scale of Mental Tests. Behavioral observations were conducted during free-play activities by trained observers who also tape-recorded the interactions. A continuous narration of all observed sessions was recorded. In addition, teachers and mothers of the subjects completed the Child Behavior Form which reflects adults' perceptions of children's level of aggression, social maturity, and interest in learning. Results showed that the abused and neglected groups had lower scores on all measures of cognitive functioning when compared to the matched comparison children. Differences in behavior were also significant; however, the differences depended on the type of behavior observed. Neglected children engaged in the least number of interactions with other children, and the abused children demonstrated the most aggression. Ratings of parents and teachers showed significant differences in measures of aggressiveness, social maturity, and readiness to learn.

Sandgrund, Alice, Richard W. Gaines, and Arthur H. Green. "Child Abuse and Mental Retardation: A Problem of Cause and Effect." American Journal of Mental Deficiency 79 (1974): 327-330.

The impact of child abuse on cognitive development was investigated by comparing physically abused, neglected, and nonabused children (controls) who were matched by age, sex, and socioeconomic status. The psychological test battery included the Wechsler Preschool and Primary Scale of Intelligence (for children 5 through 6.6 years), the Wechsler Intelligence Scale for Children (for those 6.7 years and older), Rorschach, Bender-Gestalt, Human Figure Drawings, Children's Apperception Test, and the Rosenzweig Picture Frustration Test. Results of the study showed that both the abused and neglected children had significantly lower IQs than the control children. The proportion of children with IQs below 70 (mentally retarded range) in the abused and neglected groups was almost ten times that of the control group. The abused and neglected groups scored significantly lower than the nonabused group on both the verbal and performance measures.

Solomons, Gerald. "Child Abuse and Developmental Disabilities." Developmental Medicine and Child Neurology 21 (1979): 101-108.

This article was adapted from the Presidential Address to the American Academy for Cerebral Palsy and Developmental Medicine (Toronto, September, 1978). Solomons discussed abuse in relation to developmental disabilities. He reported that some studies have shown a high incidence of developmental disabilities in abused children prior to their abuse. He also added that the abuse itself may cause developmental disabilities. One follow-up study he cited showed that over half of a group of 52 abused children had an IQ of 80 or below. Another follow-up study of 42 abused children found 33 percent with an IQ below 80, 43 percent with neurological impairment, and 33 percent below the third percentile for height and weight. Solomons made reference to another citation which reported that more than eight times the number of children from the abused group had an IQ below 70 compared to only three percent of the nonabused control children. Solomons' main thesis was that the abused child is often in double jeopardy. The child's disability may potentiate abusive attacks; conversely, the abusive injuries to a normally developed child may cause the disability.

Green, Arthur H. "Self-Destructive Behavior in Battered Children." American Journal of Psychiatry 135 (1978): 579-582.

To test the hypothesis that a child's experience of repeated physical abuse potentiates his development of self-destructive behavior was the purpose of this investigation. An experimental group of 60 abused children and control groups of 30 neglected (but nonabused) and 30 normal children who were not maltreated were included in this study. The children's ages ranged from 5 years, 0 months to 12 years, 11 months. The presence of self-destructive behavior was determined by lengthy interviews with the mother or guardian. Interviews were conducted by psychiatrists or psychiatric social workers. A significantly higher incidence of self-destructive behavior was reported in the abused children. Over 40 percent of the abused children exhibited self-destructive behavior in contrast to 17 percent of the neglected group and 6.7 percent of the normal controls. The self-destructive behavior, which included suicide attempts, self-mutilation, hair pulling, and head banging, was potentiated by a number of interrelated variables operating in the abused child and his environment. The abused child's sense of worthlessness, "badness," and self-hatred, as a consequence of parental physical abuse, formed the nucleus for subsequent self-destructive behavior.

Kazdin, Alan E., Joanne Moser, Debra Colbus, and Robin Bell. "Depressive Symptoms Among Physically Abused and Psychiatrically Disturbed Children." Journal of Abnormal Psychology 94 (1985): 298-307.

The primary purpose of this research study was to examine the depression and associated symptoms perceived by physically abused children relative to control subjects. The primary focus was on the children's views of themselves, their futures, and self-esteem. Children were assessed with the Children's Depression Inventory (CDI), the Bellevue Index of Depression (BID), the Hopelessness Scale for Children, and the Self-Esteem Inventory. In addition, the children's mothers completed the CDI, BID, and the Child Behavior Checklist to evaluate their children's dysfunction. Compared to nonphysically abused children, the physically abused subjects showed significantly lower self-esteem, greater depression, and negative expectations toward their futures. Among abused children, those with both past and current abuse showed more severe symptoms of depression than those with either past or current abuse only. The researchers' results suggested that physical abuse, at least for a psychiatric patient sample, is related to symptoms of depression.

Kinard, E. Milling. "Child Abuse and Depression: Cause or Consequence?" Child Welfare 61 (1982): 403-413.

This article was based on material presented in October, 1980, at the Annual Meeting of the American Public Health Association in Detroit, Michigan. Kinard drew attention to the links between child abuse and depression and the implications for treatment. Evidence from studies of the psychological characteristics of abusing parents and abused children, as well as studies of depression in adults and children, suggested three potential links between child abuse and depression: (1) depression in parents may increase the risk that they will abuse their children; (2) the risk of depression in children may be increased as a consequence of having depressed parents; and (3) the risk of depression in children may be heightened by experiencing the trauma of abuse. Kinard reported that, like the children of depressed mothers, abused children have been found to exhibit heightened aggressive behavior, to have difficulties interacting with peers and adults, to be impaired in their capacity for emotional involvement, and to be unable to trust others. Kinard also cited evidence which indicates that being abused and/or having depressed parents increases the likelihood of the development of depression.

Kinard, E. Milling. "Emotional Development in Physically Abused Children." American Journal of Orthopsychiatry 50 (1980): 686-696.

The objective of this research was to determine whether the experience of child abuse has detrimental effects on the emotional health and development of the child. Thirty physically abused children between five and 12 years of age were compared to a matched group of 30 nonabused children on psychological tests measuring self-concept, aggression, socialization with peers, establishment of trust, and separation from the mother. Data were collected from two sources: case records from the Department of Public Welfare and psychological tests. The test battery included the Piers-Harris Children's Self-Concept Scale, the Rosenzweig Picture Frustration Study, and the Tasks of Emotional Development Test. The research data indicated that abused children were significantly different from control children in all five areas of emotional development that were tested. Abused children were significantly more likely than the control children to have negative self-concepts. The abused children were more outwardly aggressive than the nonabused children. Abused children had more difficulties with the task of socializing with the peer group than the nonabused group did. Finally, the abused children had more problems in mastering the task of separation from the mother.

Kinard, E. Milling. "Experiencing Child Abuse: Effects on Emotional Adjustment." American Journal of Orthopsychiatry 52 (1982): 82-91.

The impact of abuse and subsequent intervention strategies on emotional development was examined for a group of 30 physically abused children between the ages of five and 12. A detailed account of the study methodology was reported in the annotation on page 16. An overview of the psychological test scores showed significant relationships between abuse experience and intervention variables. Abuse experience and intervention variables seemed to have more impact on the measures of aggression than on any other area of emotional development. Severity of injuries was related to more scores for aggression than any of the other abuse experience variables. The more severe the children's injuries, the more likely they were to have decreasing extrapunitive (outward aggression) responses and increasing impunitive (aggression turned inward) responses. In addition, severity of the injuries was positively related to the total impunitive score; that is, the more severe the injuries, the higher the impunitive score. The severity of injuries was also related to self-concept. In more severely injured children, problems in establishing a positive self-concept were more likely to occur.

Kinard, E. Milling. "Mental Health Needs of Abused Children." Child Welfare 59 (1980): 451-462.

This article reviewed nine studies of emotional development in abused children. The studies indicated that abused children have serious emotional problems despite the services provided to their families. The research evidence revealed problems with respect to aggression, self-concepts, relationships with peers and adults, attachment and detachment behavior, and the capacity to trust others. Kinard cited the fact that the negative consequences of abuse may not be easily prevented, but they may be improved through intervention and treatment. Kinard recommended a continuation and expansion of research on the psychological consequences of abuse for children.

Martin, Harold P., and Patricia Beezley. "Behavioral Observations of Abused Children." Developmental Medicine and Child Neurology 19 (1977): 373-387.

The major reason for this study was to assess the physical status, the neurological function, and the intellectual abilities of a group of 50 abused children several years after abuse had been recognized. The researchers also looked at several factors which impinge on a child's psychological development. The abused children were assessed by a physical examination, intelligence testing, interviews, and a neuro-developmental assessment. In addition, data were obtained from parents and teachers. The study showed that there was considerable variation in how abuse affects children's development. Over 50 percent of these abused children had low self-esteem and types of symptomatic behavior which made peers, parents, and teachers reject them. While most performed above average in their school work, nine of the 50 were not learning adequately. The most significant findings of this study were that these abused children were not happy and had minimal ability to enjoy themselves in play or to interact socially as children in a manner appropriate to their ages.

Oates, R. Kim, Douglas Forrest, and Anthony Peacock. "Self-Esteem of Abused Children." Child Abuse and Neglect 9 (1985): 159-163.

Thirty-seven abused children were compared with 37 nonabused children (matched by age, sex, ethnic group, school, and social class) in this study of self-esteem. Self-esteem was formally assessed by the Piers-Harris Self-Concept Scale. In addition, each child participated in a short, structured interview. The research data revealed that the abused children scored significantly lower than the comparison children in self-concept on the Piers-Harris Self-Concept Scale. Furthermore, the 37 abused subjects reported fewer friendships than the nonabused group. Other data indicated that the abused children played with friends less often than the control children. With regard to future occupations, the abused children were less ambitious than the nonabused children. When asked about the sort of job they would like to have, only seven of the 37 abused children selected occupations in higher social classes in contrast to 17 of the nonabused children.

Orr, Donald P., and Maureen C. Downs. "Self-Concept of Adolescent Sexual Abuse Victims." Journal of Youth and Adolescence 14 (1985): 401-410.

To assess the self-concept and psychological profile of 20 female adolescent sexual abuse victims (ASAVs) was the purpose of this study. The subjects completed the Offer Self-Image Questionnaire for Adolescents (OSIQ), a self-assessment measure designed to measure self-concept. Compared to both national norms and other nonabused adolescents with acute medical problems, ASAVs demonstrated specific problems in self-concept. ASAVs had significantly more problems with vocational/educational goals, psychopathology and ability to master the environment (attain psychological adjustment).

Straker, G., and R. S. Jacobson. "Aggression, Emotional Maladjustment, and Empathy in the Abused Child." Developmental Psychology 17 (1981): 762-765.

Participants in this study included 19 abused children between five and 10 years of age who were compared to 19 nonabused children on measures of aggression, emotional maladjustment, and empathy. The abused subjects and the controls were equated in terms of age, sex, socioeconomic status, developmental age, IQ, language, and race. The Feshbach & Roe Affective Situations Test was used to measure empathy. To obtain a measure of emotional adjustment, the researchers used the Children's Apperception Test (CAT). Aggression was measured on the Rosenzweig Picture Frustration Test and on the CAT, which was scored for fantasy aggression. The results showed that the abused children did not differ significantly from the controls on any of the measures of aggression. Abused children were, however, significantly less empathetic than the control children, as well as significantly more emotionally maladjusted than the controls.

THE EFFECTS OF CHILD ABUSE ON SOCIAL DEVELOPMENT

Barahal, Robert M., Jill Waterman, and Harold P. Martin. "The Social Cognitive Development of Abused Children." Journal of Consulting and Clinical Psychology 49 (1981): 508-516.

In this research study, 17 abused children and 16 controls were compared in these areas: locus of control, social sensitivity, understanding of social roles, moral judgment, and intelligence. Various assessment instruments were used to measure each of the categories. The results showed that there was a significant difference between the two groups on locus of control measures. The abused children had little confidence in their power to impact and shape their experiences. In the area of social sensitivity, the researchers found that the abused youngsters were less able to identify appropriate feelings than were the controls. In comparison to the control children, the abused children were significantly less adept in comprehending social role concepts. No group differences were observed in moral judgment scores. Further results indicated that the abused children displayed less productive intellectual skills and fewer cognitive competencies than the nonabused children.

George, Carol, and Mary Main. "Social Interactions of Young Abused Children: Approach, Avoidance, and Aggression." Child Development 50 (1979): 306-318.

Twenty children (10 physically abused and 10 matched controls from families experiencing stress) participated in this study. The purpose of the study was to determine whether abused children would resemble rejected children in normal samples. The participants ranged in age from one to three years. Social interactions were recorded in narrative accounts. Interactions were coded into four categories: approach, avoidance, approach-avoidance, and aggression. Highly significant differences were found in approach and avoidance behavior. The abused children, in contrast to the control children, failed significantly to approach the caregiver as well as other children. The abused subjects physically assaulted other infants significantly more than the control group did. When all verbal and nonverbal aggressive behaviors were coded, George and Main found that the abused infants were aggressive toward caregivers over four times as often as the control infants. Friendly gestures from adults produced a highly significant apprehensive pattern of cautious approach-avoidance in the abused group. The control group did not exhibit approach-avoidance behaviors.

Green, Arthur H. "Psychopathology of Abused Children." Journal of the American Academy of Child Psychiatry 17 (1978): 92-103.

Green conducted an in-depth exploration of the psychopathology of 60 abused school-age children. His purpose was to implement a treatment program based on his findings. Psychiatric and psychological evaluations documented cognitive impairment. The abused children exhibited significantly lower mean IQ scores than the comparison group of normal children. The abused group also demonstrated severe deficits in ego functions such as impulse control, defensive functioning, reality testing, object relations, thought processes, and overall ego competency. The abused children exhibited a typical pattern of depressive affect with low self-esteem. They were frequently sad, dejected, and self-deprecatory. The abused children were cited for aggressive and destructive behavior at home and in school. The younger children were frequently restless and hyperactive while the older children were commonly involved in antisocial and delinquent behavior.

Gregory, H. Margaret, and M. C. Beveridge. "The Social and Educational Adjustment of Abused Children." Child Abuse and Neglect 8 (1984): 525-531.

Thirteen children who had been physically abused by their parents were assessed in school for language development, educational attainments and social adjustment. They were compared with a control group of children from classes at the same school. The age range of the children was from 5 years, 11 months to 6 years, 11 months. Assessment tests included: British Ability Scales (BAS); Word Reading; Letter Recognition; Naming Vocabulary (BAS); Word Definitions (BAS); Sentence Comprehension Tests; Early Number Skills (BAS); Arithmetic Addition and Subtraction, up to 20; and the Bristol Social Adjustment Guide, a check list of children's behavior in different situations in school. There were no significant differences between the groups in language development or number skills; however, the abused group contained a greater number of maladjustment scores on the Bristol Social Adjustment Guide.

Jacobson, R. S., and G. Straker. "Peer Group Interaction of Physically Abused Children." Child Abuse and Neglect 6 (1982): 321-327.

This study was conducted to test the assumption that physically abused children differ significantly from their nonabused peers along dimensions which characterize abusing adults and other social deviants. Nineteen physically abused children and 38 nonabused peers were assessed by videotaped behavioral observations of free-flowing social interaction in a playroom. The triad was selected as the medium for study of social interaction. Social interaction was videotaped for 5-minute time periods. These periods were scored using rating scales of aggression, fear, pleasure, social participation, negative participation, positive participation, warmth, imagination, and concentration. Two major components, "social interaction" and "hostility," emerged. A significant difference was found between the abused children and nonabused children on the "social interaction" component. No significant difference was found between the abused and nonabused children on the "hostility" component.

Lamphear, Vivian Shaw. "The Impact of Maltreatment on Children's Psychosocial Adjustment: A Review of the Research." Child Abuse and Neglect 9 (1985): 251-263.

Current research findings on abused children's social and behavioral characteristics, school adjustment, academic performance, social cognition, and attachment behavior were reviewed in this article. Lamphear cited findings which had emerging recurrent patterns. These findings indicated that, compared to nonabused children, physically abused children manifest a greater number and frequency of behavior problems including noncompliance, tantrums, and aggression directed toward both peers and adults. They also have poor peer relationships, social skills deficits, are less socially involved, and manifest poor school adjustment and academic performance. The attachment studies demonstrated that differential adverse reactions to maltreatment seem to be present in the earliest years of a child's life.

Martin, Harold P., and Martha A. Rodeheffer. "The Psychological Impact of Abuse on Children." Journal of Pediatric Psychology 1 (1976): 12-15.

Martin and Rodeheffer discussed the effects of the abusive environment on children. In their study they noted three important aspects of the abusive environment which have an impact upon the children and give rise to their psychological problems. (1) Abused children must adapt to a dangerous and hostile environment. These children develop a quality of defensiveness and are basically asocial, lonely, and joyless beings. Hypervigilance is a common form of survival adaptation. Abused children also develop a "chameleon nature." (2) Abused children live in an environment where love and nurturance are not readily available. They must adapt to inconsistent expectations. Sometimes they cope by withdrawal or rage. They have little self-respect or sense of pride because they can't meet the needs and expectations of the parents. (3) Abused children have a number of psychological developmental stages which are delayed or distorted. Extreme inhibitions and sudden volatile aggressive assaults are signs of a breakdown in the development of self-control of abused children.

Reidy, Thomas J. "The Aggressive Characteristics of Abused and Neglected Children." Journal of Clinical Psychology 33 (1977): 1140-1145.

In this research study, both the aggressive fantasies and the overt aggressive behavior of young abused children were compared with two groups of matched controls: nonabused-neglected children and normal children. Aggressive fantasy was measured with the Thematic Apperception Test (TAT). The two measures of overt aggressiveness included observers' ratings during free play and teachers' ratings on the Behavior Problem Checklist (BPC). Results indicated that abused children were significantly more aggressive than the nonabused-neglected and normal children on TAT stories and in a free play environment. Both the abused and the nonabused-neglected groups demonstrated significantly more aggression in a school setting than the normals did. Reidy noted that the fact that neglected children were similar to abused children in terms of aggression at school, but resemble normals on fantasy and free play aggressiveness, implies that neglect does influence aggressive behavior problems, but not to the same degree as child abuse.

Wolfe, David A., and Mark D. Mosk. "Behavioral Comparisons of Children From Abusive and Distressed Families." Journal of Consulting and Clinical Psychology 51 (1983): 702-708.

This study was designed to assess abused children's behavioral and social impairments in relation to nonabused children from a child welfare agency and a group of nonabused children from the community. The abused group of school-age subjects was comprised of 35 physically abused children. The nonabused agency group contained 36 children, and the community group of nonabused children consisted of 35 subjects. The assessment instrument used in the study was the Achenbach Child Behavior Profile. The results showed that the abused children displayed a significantly greater number of behavior problems and fewer social competencies than the community group of nonabused subjects. In addition, the behavior patterns of the abused children closely resembled the range of maladaptive behaviors exhibited by children from distressed families in which abuse was not present (the welfare agency group).

SUMMARY

Studies of groups of abused and nonabused children have been highly consistent in finding that abused children as a group differ substantially from nonabused children in terms of their cognitive, emotional, and social functioning.

Studies which were conducted on the cognitive development of abused children showed evidence that cognitive deficits definitely exist among these children. Investigations that measured the intelligence quotients of abused and nonabused children of various ages consistently found that abused children scored lower on intelligence tests (Sandgrund, 329; Solomons, 103).

When academic achievement was assessed through such tests as the Stanford-Binet Intelligence Scale, the Peabody Picture Vocabulary Test, and the Wechsler Intelligence Scale for Children, the data revealed that abused children demonstrated significant cognitive deficits (Hoffman-Plotkin and Twentyman, 796; Sandgrund et al., 328). In addition, Friedrich and Sandgrund cited significant differences on the verbal portions of their assessment instruments (the McCarthy Scales of Children's Abilities and the Wechsler Intelligence Scale for Children). These differences indicated that abused

children, in contrast to their nonabused peers, were delayed in their language cognition (Friedrich et al., 313; Sandgrund et al., 328). All of these deficits contributed to a lower readiness to learn (Hoffman-Plotkin and Twentyman, 798).

Evidence from studies which dealt with the effects of child abuse on emotional development indicated detrimental effects in these major areas: self-concept, aggression, and emotional adjustment. Researchers consistently found lower self-concepts among abused children than among nonabused children (Green; Kazdin et al,; Kinard, 1980, "Emotional ..."; Martin and Beezley; Oates et al.; Orr and Downs). Kinard cited evidence that the severity of the abuse injuries is related to self-concept. If the injuries are severe, more problems with negative self-concepts exist (1982, "Experiencing ...", 88).

In comparison to their nonabused peers, abused children exhibited much more aggressive behavior. Green reported a significantly higher incidence of self-destructive behavior in abused children (1978, "Self-Destructive ...", 580). Results from the Rosenzweig Picture Frustration Study used by Kinard indicated that abused children were more outwardly aggressive than nonabused children (1980, "Emotional ...", 692). Kinard

also found that the severity of abuse injuries was related to scores of aggression (1982, "Experiencing ...", 86).

Researchers consistently found that abused children are emotionally maladjusted. Some abused children exhibit self-destructive behavior such as suicide attempts, self-mutilation, hair pulling and head banging (Green, 1978, "Self-Destructive ...", 580). Abused children show greater depression than their nonabused peers (Kazdin et al., 302; Kinard, 1982, "Child Abuse ..."). Feelings of unhappiness, feelings of worthlessness, and negative expectations were consistently found among abused children who were studied (Green, 1978, "Self-Destructive ..."; Kazdin et al.; Martin and Beezley; Straker). It is difficult for children to feel good about themselves when their life experiences have taught them that they are of little value to those with whom they should be the closest.

The consequences of abuse on children's social development were clearly indicated. It was found that abused children become asocial, sad, lonely children who need the attention of others, yet who act in ways that ensure their isolation (Green, 1978, "Psychopathology ...", 99; Jacobson and Straker, 325).

Two characteristics which Martin and Rodeheffer noted in abused children were hypervigilance and a chameleon-like nature. These two characteristics serve as defense strategies to ensure abused children of a sense of safety (14).

There were consistent findings that abused children display a significantly greater number of behavior problems and fewer social competencies than their nonabused peers (Barahal; Green, 1978, "Psychopathology ..."; Gregory; Jacobson and Straker; Lamphear; Wolfe, 707). Abused children are also more aggressive toward others. This aggression results in poorer relations with peers and teachers, greater behavior problems in school, and more harassment (both verbal and nonverbal) directed toward caregivers (George and Main, 311, 313; Reidy, 1144). Research studies showed that younger abused children exhibit restlessness and hyperactivity both at home and school. Older abused children are commonly involved in antisocial and delinquent behavior (Green, 1978, "Psychopathology ...", 98). These types of behaviors not only inhibit the development of more mature and appropriate social skills, but they also limit the child's intellectual and emotional development (Barahal, 512; Lamphear).

CONCLUSIONS

A review of the literature focusing on the effects of child abuse indicated that abused children possessed serious deficits in comparison to their nonabused peers. Deficits were indicated in the areas of cognitive development, emotional development, and social development.

Abused children tended to be intellectually disadvantaged as measured by intelligence tests, academic achievement, and readiness to learn.

Deficits in the area of emotional development of abused children were indicated by extremely low self-concepts, emotional maladjustment (self-destructive or depressive behaviors), and negative expectations.

Abused children tended to be socially unable to interact in a positive manner with their peers and teachers. Behavior problems, such as restlessness, hyperactivity, antisocial and delinquent behaviors, were exhibited by abused children.

The literature which was reviewed clearly indicated that child abuse is, indeed, detrimental to an abused child's cognitive, emotional and social development.

RECOMMENDATIONS

Because child abuse has such serious negative effects on students in our classrooms, educators need to assume an active role in detecting suspected abuse cases and reporting them to the proper authorities. Following are some recommendations for educators:

1. Develop an awareness of each student in your classroom so that if there are any changes in physical appearance and/or emotional behavior, you can more quickly detect a problem.

2. Participate in a workshop on child abuse so that you can: a) become familiar with the physical and behavioral indicators (signs) of physical abuse, sexual abuse, emotional abuse, and neglect; b) learn what your legal responsibilities are for reporting suspected child abuse cases in your state.

3. Know the reporting procedure that your local school system has; and, if they do not have an up-to-date policy for reporting child abuse, encourage the administration to adopt a written policy immediately.

4. Always report any <u>suspected</u> child abuse case immediately!

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STUDENT QUALIFICATIONS

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Educational Experience

Penn High School (1964 graduate)
Ball State University (1968 graduate - BS degree)
Indiana University at South Bend (1971-72)
Indiana University at South Bend (1979-81) (completed 44 semester hours to convert from secondary to elementary education license)
Indiana University at South Bend (1985-86) (anticipate completion of Masters Degree in December, 1986)

Employment Experience

1968-69	Employed by Wa-Nee Community Schools; taught physical education, grades 7-12, Nappanee School
1969-72	Employed by Penn-Harris-Madison School Corporation; taught physical education and language arts, grade 5, Kennedy School
1972-79	Substitute teacher - PHM Schools
1981-82	Media Aide - PHM Schools, Elm Road Elementary School
1982-84	Chapter I teacher aide, grades 3 and 4, Fulmer School (PHM)
1984-present	Employed by PHM Schools; kindergarten teacher at Fulmer School (PHM)

Interest In the Topic In the past two years, I have had three kindergarten students who have been suspected victims of child abuse. Because of the young age of the children, I wanted to know more about how the abuse might affect them in school. I have also taken a workshop on child abuse which stimulated my interest in the topic.